



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# NCLB Update

ISBA and IAPSS Fall Conference  
October 1, 2007

# AYP Concerns – 2002

- AYP status is the same regardless of the number of student groups that do not meet the goal and the amount by which they miss the goal.
- Student groups started at different points but have same trajectory.
- Differences within special education group are as distinct as differences among student groups.
- Calculations are based on percent passing. Scale score increases are irrelevant.



That was then. What about  
now?



# AYP Concerns – 2007

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And, the target was raised once, and it is scheduled to be raised again next year .



# The Reauthorization Game

- In fairness, there has been some flexibility, but the statute is pretty inflexible.
- Numerous organizations have weighed in.
- Hearings have started.
- The game may not conclude until after the 2008 election.



# NGA – CCSSO – NASBE

- Allow states to use growth models to complement existing status measures.
- Promote and support the use of multiple measures aligned to state standards.
- Retain state and local authority to determine the appropriate testing instruments.
- No additional federal testing requirements.
- Provide resources, technical assistance, and other supports for states to develop the capacity to assist schools.



# NGA – CCSSO – NASBE

- Broaden options to allow states and local school districts to differentiate and determine consequences and target interventions to student populations who do not meet AYP.
- Allow states to raise achievement by first offering supplemental services prior to public school choice where applicable.





# NGA – CCSSO – NASBE

- Incorporate existing flexibilities for students with disabilities into the law.
- Allow states to use alternate or modified assessments for students with disabilities, based on the student's IEP.
- Ensure that ELL students are given adequate time to overcome language barriers and allow use of multiple measures or alternative assessments to accurately measure achievement.



# NGA – CCSSO – NASBE

- Support state strategies to recruit, retain, and reward our nation's best teachers and principals.
- Amend the highly qualified teacher (HQT) requirements to count newly hired teachers (particularly rural, special education, and ELL teachers) as “highly qualified” when they meet standards in their primary subject areas and are on a pathway with regard to additional subjects based on a high, objective, uniform state standards of evaluation (HOUSSE).



# NGA – CCSSO – NASBE

- Commit sufficient resources to enable success and close the achievement gap.
- Provide greater state and local flexibility to transfer federal K-12 funds.
- Invest substantial, long-term, consistent funding for state action and intervention.
- Dedicate resources for states to develop assessments and state data systems, and to provide technical assistance, reliable research, support for teachers, and student support.



# NGA – CCSSO – NASBE

- Expand and fund access to Advanced Placement (AP), International Baccalaureate (IB) and certificate programs for all students and preparation for teachers.
- Provide grants to develop, enhance, and expand state dual enrollment and early college programs.
- Expand the use of technology to include e-learning, virtual high schools, or e-mentoring for high school students.



# NGA – CCSSO – NASBE

Read more at:

<http://www.nga.org/Files/pdf/0704NCLBSTATEMENT.PDF>



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# Administration

- Greater use of growth models.
- Flexibility to focus technical assistance, interventions and direct resources to schools (choice and SES for those who have not passed).
- More flexibility in use of federal funds (up to 100%).
- Course-level academic standards (2010–11) and assessments (2012–13) for two years of English and math that will prepare high school graduates to succeed in college or the workplace.



# Administration

- Make Advanced Placement and International Baccalaureate classes available to more students and train teachers.
- Substantial increase in funds for Title I high school students.
- Science assessments at three grade levels will factor into state accountability calculations (2008–09), and all students will achieve proficiency in science (2019–20).





# Administration

- Allow low-income students in grades 3–12 to attend a private school or an out-of-district public school, or receive intensive tutoring.
- Schools that are required to be restructured will be authorized by Title I law to remove limitations on teacher transfers from their collective bargaining agreements, similar to contract revisions permitted under bankruptcy law.
- Provide teacher support in reading and math.





# Administration

Read more at:

<http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.pdf>



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# House Proposal

- Resources for high schools with the lowest graduation rates to support school-wide improvement activities; services to middle school students who are most at risk of dropping out; counseling services to students at risk of dropping out.
- Use multiple assessments taken at different points in time to measure AYP.



# House Proposal

- AYP (15% weight for elementary and 25% for high schools) could include graduation rates, dropout rates, college enrollment rates, end of course exams for college preparatory courses, assessments in social studies and science, and improvements in the performance of the lowest and highest performing students in the school.
- Integrate measurement of student academic growth (3-year trajectory toward passing) into the state's definition of adequate yearly progress.



# House Proposal

- Create two distinct school improvement and assistance systems: (1) one for “Priority Schools” that would include those schools that miss AYP in one or two student groups and need only minor interventions; and (2) another for “High Priority Schools” which would include those schools that miss AYP in most, if not all, of their student groups and need more substantial assistance.



# House Proposal

Read more at: <http://edworkforce.house.gov/>



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# Convergence

- Growth
- Resources
- Flexibility
- Data



# Identifying and Addressing the Achievement Gap

It starts with data.



# Enrollment Trend

## **XYZ Schools**

12345 XYZ Rd

Grades: PK-12

XYZ, IN 46123-4567

Type: Regular, Can Levy Taxes

Phone: (317) 555-1212

Demographic Type: Suburban

Fax: (317) 555-1212

Annual Performance Report

[Enrollment 2006-07: 12345](#)

[AYP Results](#)

[Homepage: http://www.xyz.k12.in.us/](http://www.xyz.k12.in.us/)

[Public Law 221 Category Placements](#)

[Graduates 2005-06: 647](#)

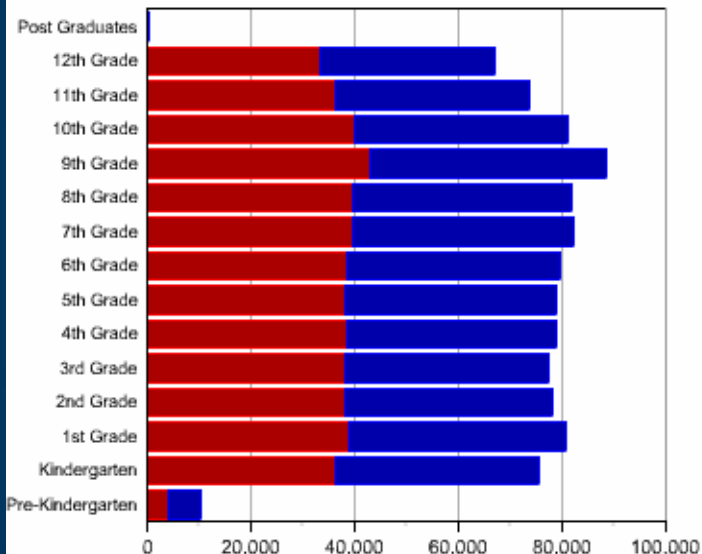
[2006 Graduation Rate 92.8%](#)





# Enrollment by Category

Enrollment by Grade and Gender, 2005-06



	Female	Male	Total	ISTEP
Total Enrollment	503023	531704	1034727	
Post Graduates	139	188	327	
12th Grade	33178	33800	66978	
11th Grade	36454	37368	73822	
10th Grade	39828	41188	81016	Go
9th Grade	42885	45615	88500	Go
8th Grade	39661	42314	81975	Go
7th Grade	39707	42483	82190	Go
6th Grade	38580	40975	79555	Go
5th Grade	38215	40549	78764	Go
4th Grade	38527	40520	79047	Go
3rd Grade	38200	39343	77543	Go
2nd Grade	38294	39978	78272	
1st Grade	39022	41753	80775	
Kindergarten	36319	39181	75500	
Pre-Kindergarten	4014	6449	10463	

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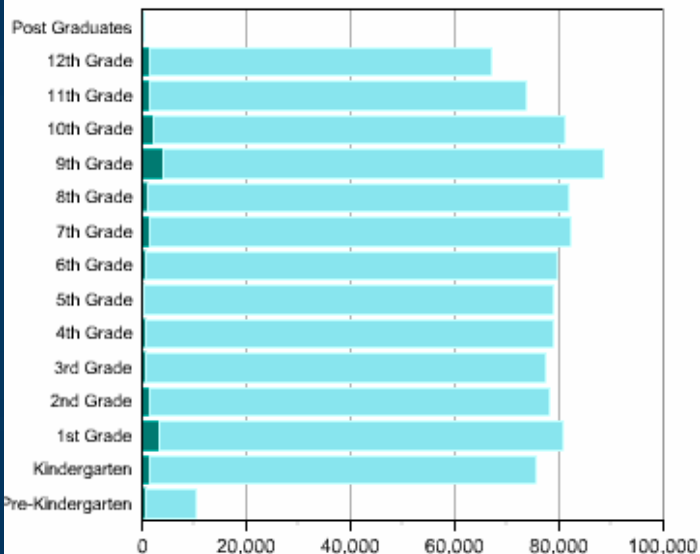
Source: Indiana Department of Education.



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# Enrollment by Category

Enrollment by Grade and Retention, 2005-6



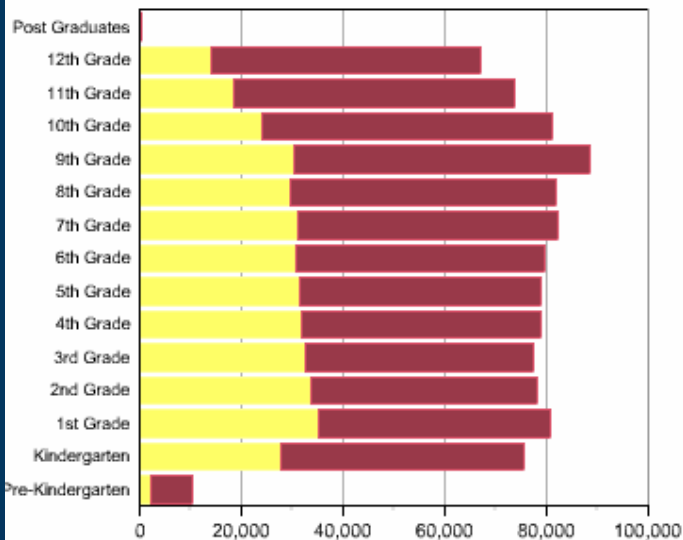
	Retained (Reported)	Retained (Imputed)	Not Retained	Total	ISTEP
Post Graduates	38	86	289	327	
12th Grade	1420	2198	65558	66978	
11th Grade	1425	2062	72397	73822	
10th Grade	2048	2573	78968	81016	
9th Grade	4217	5209	84283	88500	
8th Grade	1002	1325	80973	81975	
7th Grade	1649	2085	80543	82192	
6th Grade	780	1102	78777	79557	
5th Grade	532	753	78233	78765	
4th Grade	620	887	78427	79047	
3rd Grade	775	1122	76769	77544	
2nd Grade	1550	2249	76723	78273	
1st Grade	3170	4991	77606	80776	
Kindergarten	1437	2565	74063	75500	
Pre-Kindergarten	906	1156	9557	10463	

Source: Indiana Department of Education.



# Enrollment by Category

Enrollment by Free Lunch, 2005-6



	Free/Reduced Lunch	Paid Lunch	Total	ISTEP
Post Graduates	91	236	327	
12th Grade	13933	53045	66978	
11th Grade	18583	55239	73822	
10th Grade	23920	57096	81016	Go
9th Grade	30423	58077	88500	Go
8th Grade	29479	52496	81975	Go
7th Grade	30943	51249	82192	Go
6th Grade	30812	48745	79557	Go
5th Grade	31499	47266	78765	Go
4th Grade	32025	47022	79047	Go
3rd Grade	32437	45107	77544	Go
2nd Grade	33653	44620	78273	
1st Grade	35152	45624	80776	
Kindergarten	27844	47656	75500	
Pre-Kindergarten	2236	8227	10463	

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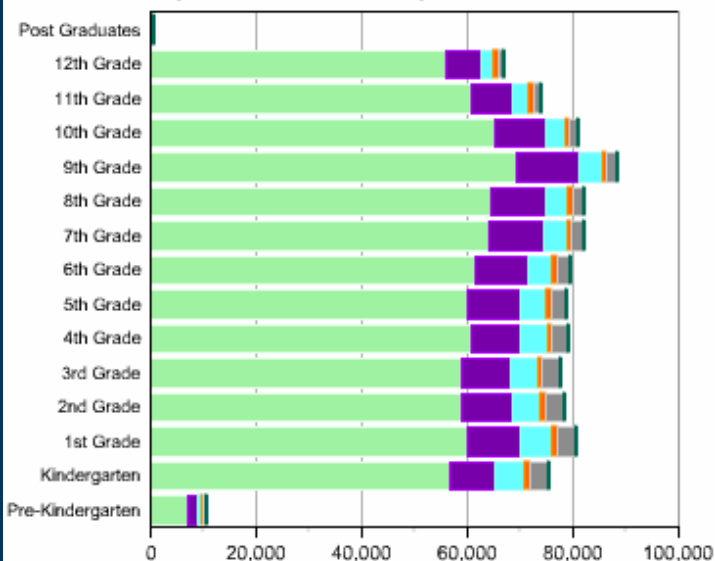
Source: Indiana Department of Education.



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# Enrollment by Category

Enrollment by Grade and Ethnicity, 2005-06



	White	Black	Hispanic	Asian	Multi Racial	Am. Native	Total	ISTEP
Total Enrollment	803349	125651	58714	12314	32054	26451	1034727	
Post Graduates	252	38	25	8	2	2	327	
12th Grade	56018	6451	2467	959	926	157	66978	
11th Grade	60582	7952	2988	933	1197	170	73822	
10th Grade	65294	9533	3616	873	1504	196	81016	Go
9th Grade	69285	11796	4432	841	1924	222	88500	Go
8th Grade	64465	10339	4150	866	1946	209	81975	Go
7th Grade	64022	10418	4452	833	2271	194	82190	Go
6th Grade	61511	10027	4451	899	2462	205	79555	Go
5th Grade	60160	9895	4757	980	2784	188	78764	Go
4th Grade	60576	9510	4964	977	2823	197	79047	Go
3rd Grade	58810	9345	5038	971	3169	210	77543	Go
2nd Grade	58705	9676	5266	1043	3375	207	78272	
1st Grade	60026	10098	5757	1048	3600	246	80775	
Kindergarten	56713	8580	5469	967	3557	214	75500	
Pre-Kindergarten	6930	1993	882	116	514	28	10463	

SAT ACT AP

Source: Indiana Department of Education.



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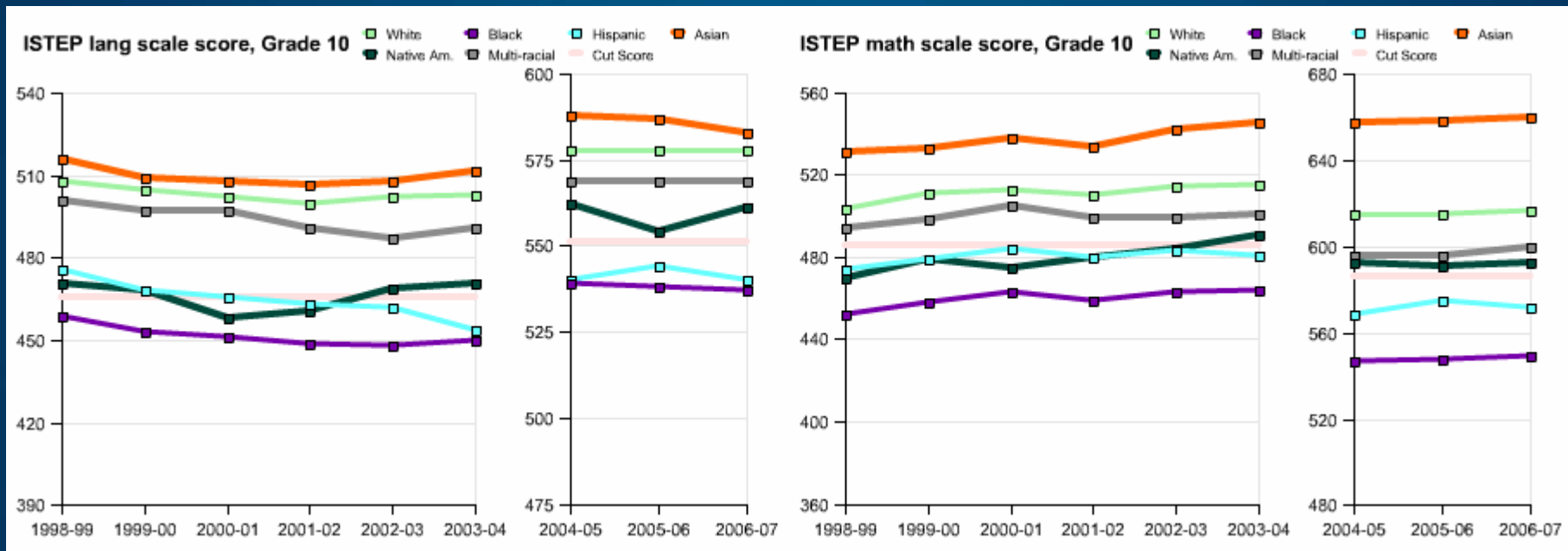
# Achievement by Category (ISTEP+)

	Year	Subject	Grade	Ethnicity	Avg Scale Score	Number Tested	Num Undetermined	Number Passing	Percent Passing
<a href="#">Subgroups</a>	2005-06	Language Arts	10	Native Am.	554	194	11	100	52%
				Black	538	8895	468	3542	40%
				Asian	587	822	15	604	73%
				Hispanic	544	3209	151	1499	47%
				White	578	63878	1463	46952	74%
				Multiracial	569	1420	45	927	65%
				no resp	539	364	281	35	10%
<a href="#">Subgroups</a>	2005-06	Mathematics	10	Native Am.	591	194	11	103	53%
				Black	548	8895	557	2709	30%
				Asian	659	822	10	688	84%
				Hispanic	575	3209	139	1510	47%
				White	615	63878	1419	44831	70%
				Multiracial	596	1420	49	842	59%
				no resp	554	364	282	30	8%

Source: Indiana Department of Education.



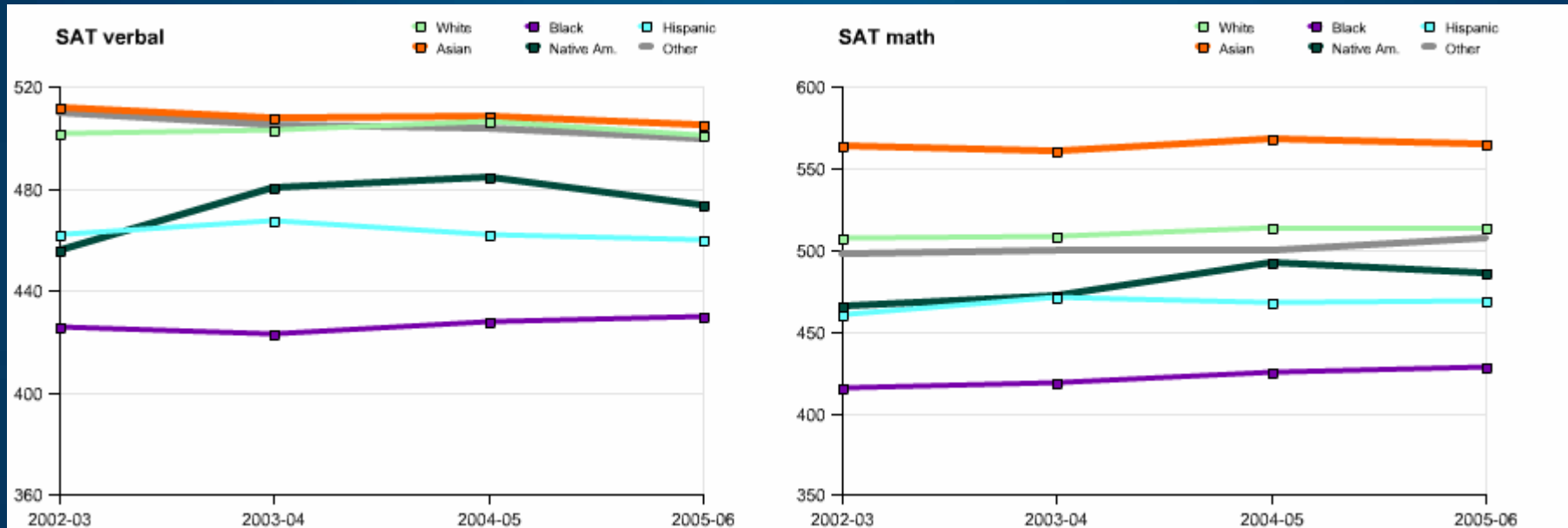
# Achievement by Category (ISTEP+)



Source: Indiana Department of Education.



# Achievement by Category (SAT)



Source: Indiana Department of Education.





# Eliminating P-16 Achievement Gaps

- Insist on rigorous academic expectations for all.
- Dispel myths about who can (and cannot) achieve.
- Invest in early learning and school readiness.
- Involve families as partners.
- Provide additional assistance to schools.
- Improve teacher quality and school leadership.
- Ensure additional learning time and early interventions.
- Provide incentives to reduce dropouts.
- Provide additional resources to schools with high numbers of limited English students.





# Recent Progress in Addressing Gaps

- Nationally recognized K-12 academic standards.
- Expanded access to full-day kindergarten.
- Core 40 required as expected graduation expectation.
- Additional resources to limited English students.
- Enhanced teacher quality and school leadership initiatives.
- Aligning data systems from early childhood through college.
- Dropout prevention legislation and related interventions by IDOE.
- Expanding communications efforts through Learn More Indiana outreach partnership.



# Learning Gaps – State Efforts

- Longitudinal Data Grant
- Supplemental Educational Services
- Bonus points in the review process for Math Science Partnership proposals that:
  - focus on closing the achievement gap for subgroup populations
  - help underrepresented teacher populations



# Learning Gaps – State Efforts

- DOE analyzes overrepresentation and disproportionality in special education and assists in identifying causes and remedial strategies.
- Corporations with overrepresentation develop local improvement plans.
- DOE also analyses student discipline (overall and by exceptionality).



# Learning Gaps – State Efforts

- Partnership between DOE, the Great Lakes East Comprehensive Center, and National Center for Innovation and Improvement is developing a TEAM Leadership Academy to address unique needs of urban high-poverty, low-performing schools.
- Title I School Improvement Grants provide additional funding to help schools in NCLB “school improvement” increase academic achievement of students.



# Learning Gaps – State Efforts

- DOE and Great Lakes East Comprehensive Center provide resources and technical assistance to corporations required to take NCLB “corrective action.”



# Learning Gaps – Local Efforts

- Break down achievement data.
- Use research-based instruction to meet needs low achieving groups.
- Create Freshman Academies to address needs at pivotal time for potential dropouts.
- Provide instructional time and support for students needing additional time to achieve.
- Use technology to support students who need extra assistance.



# Learning Gaps – Local Efforts

- Use differentiation and grouping strategies.
- Efforts to identify and eliminate “bullying.”
- Project Lead the Way, High Schools that Work, Jobs for America’s Graduates, and other programs that set high expectations.
- Reduce class size to help meet individual student needs.
- Create Professional Learning Communities to continuously examine and address issues.





This presentation will be posted at:

<http://www.doe.state.in.us/stateboard/welcome.html>



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